



# **Student Handbook**

## **Student Accessibility Services**

**Revised May 2025**

## Contents

Introduction to Student Accessibility Services.....	4
High School and Postsecondary Differences .....	4
Mission and Vision Statement .....	5
Mission Statement.....	5
Vision Statement.....	5
Laws Pertaining to Accommodations at the Postsecondary Level .....	6
Section 504 of the Rehabilitation Act of 1973 .....	6
The Americans with Disabilities Act (ADA -1990) .....	6
Student Accessibility Services .....	8
Overarching Role of the SAS Office.....	8
Duties of SAS Staff.....	8
Student Eligibility for Accommodations .....	9
Documentation Review.....	10
Documentation Requirements.....	11
Potential sources of valid documentation .....	11
Documentation that SAS will not accept .....	11
Confidentiality.....	11
Reasonable Accommodation Analysis Process .....	12
Approving a Student for Accommodations.....	14
Formal Appeal Process .....	15
Student Rights and Responsibilities.....	16
Student Rights (Qualified Students with Disabilities) .....	16
Student Responsibilities.....	16
Instructor Rights and Responsibilities.....	18
Instructor Rights.....	18
Instructor Responsibilities .....	18
SAS Rights and Responsibilities.....	20
SAS Rights.....	20
SAS Responsibilities .....	20
Accommodations .....	22
Accommodations Letters .....	22
Accommodations That Interfere with Essential Course Components.....	22

Common Testing Accommodations .....	23
How are testing accommodations arranged? .....	25
What if the faculty member is unable to accommodate testing accommodations? .....	25
Final Exams.....	26
Common Lecture/Lab/Online Accommodations .....	27
Additional Information About Lecture/Lab/Online Accommodations .....	30
Note Taker Process .....	30
Common Texts/Materials Accommodations .....	31
Common Classroom Accommodations.....	32
Common Assistive Technology Accommodations .....	34
Other Common Accommodations .....	35
Appendices.....	36
Emotional Support Animal (ESA) Accommodation Request Process .....	36
Responsibilities for Owners of Emotional Support Animal (ESAs).....	40
Service Animal Policy .....	44
Audio Recording Student Agreement .....	48

## Introduction to Student Accessibility Services

It is our commitment at Cedar Crest College to ensure that all students have equal access to the academic experience and student services offered at Cedar Crest. If students feel they may need accommodations based on a diagnosis, they are required to self-identify themselves to the Director of Student Accessibility Services (SAS). The disclosure of a disability is always voluntary, and the information students share will be kept confidential.

Although students may request academic, dining, or housing accommodations from Cedar Crest College at any time, they should make the request as early as possible, as some accommodations may take more time to prepare than others. Accommodations are not retroactive.

This manual is provided to help faculty, students, and other stakeholders understand the policies and procedures for receiving accommodations and services that can be provided to meet students access needs at Cedar Crest College. After reviewing this handbook, feel free to contact the Director of SAS with any questions you may have at [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu).

I look forward to supporting you through your academic endeavors at Cedar Crest College!

## High School and Postsecondary Differences

There are a few key differences between high school and postsecondary school that students with disabilities should be aware of.

Unlike high school, postsecondary institutions are not required to provide Free and Appropriate Public Education (FAPE). However, post-secondary institutions are required to provide academic accommodations as necessary to ensure equal access to services. A number of the accommodations available at college may align with what students had in high school, and there may be some they've not had access to before. Importantly, there also may be some accommodations that students have in high school that they won't be able to get in college.

In high school, the parent is often the main advocate for the student and can navigate through the system to ensure that the student gets what they need in order to be academically successful. At the post-secondary school, students are now required to advocate for themselves, including requesting services and recognizing and understanding what accommodations they need. In high school, the Family Educational Rights and Privacy Act (FERPA) gives parents rights to their child's educational records. In college, FERPA transfers privacy rights to students when they reach the age of 18 or attend college. Because of this, parents do not have the right to review their child's college records without the written permission of the student.

## **Mission and Vision Statement**

### **Mission Statement**

Student Accessibility Services (SAS) advances the College's commitment to diversity and inclusion by developing and leading initiatives that eliminate barriers to equal access, broadening our appreciation for the contributions of individuals with disabilities, and promoting its mission as a shared responsibility of all campus partners. SAS provides leadership, institutional advisement, consultation and training on disability-related topics and issues to ensure students with disabilities are provided equal access to all College programs and services in accordance with the Americans with Disabilities Act (ADA)/American with Disabilities Amendment Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. Through an interactive process, SAS provides students with reasonable and appropriate individualized accommodations, academic adjustments and other services that not only ensure access but empower students to advocate for and utilize resources that will assist them in attaining their educational and life goals. SAS works collaboratively with campus partners to assist in the creation of learning environments that are usable, equitable and inclusive for students with a wide variety of abilities, needs, interests, and experiences.

### **Vision Statement**

Cedar Crest College is an inclusive campus where students with disabilities are fully supported and empowered to succeed. We strive to break down barriers and foster a culture of access, success, and equity, ensuring that all students are valued members of our diverse community and prepared to thrive in life beyond Cedar Crest.

## Laws Pertaining to Accommodations at the Postsecondary Level

The right to request and receive reasonable accommodations and programmatic modifications is a civil right extended to people with disabilities under Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and additional state laws. Under Section 504 and the ADA, a person with a disability is defined as an individual:

- who has a physical or mental impairment that substantially limits one or more major life activities;
- who has a record of such an impairment; or,
- who is regarded as having such an impairment

Under this legislation, institutions of higher education may not unlawfully exclude a qualified individual, on the basis of a disability, from participation in the services, programs, or activities offered on its campus. Appropriate accommodations and services are to be provided to ensure equitable access unless an institution demonstrates that providing such services would fundamentally alter the nature of the program, or, would create undue financial or administrative burden.

### **Section 504 of the Rehabilitation Act of 1973**

Commonly referred to as Section 504, this is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Section 504 requires that, "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance ..."

Under Section 504 regulations, postsecondary institutions are also required to provide "academic adjustments" (*e.g., changes in length of time for degree completion or substitution or adaption of courses*) and auxiliary aids (*e.g., Braille texts*) to qualified students with disabilities in order to afford these students an equal opportunity to participate in the school's program(s). Post-secondary institutions are not required to provide an accommodation that would change essential academic requirements; would fundamentally alter the nature of a service, program or activity; or would result in an undue financial or administrative burden.

### **The Americans with Disabilities Act (ADA -1990)**

The ADA gives civil rights protection to individuals with disabilities, similar to that provided to individuals on the basis of race, sex, national origin and religion. The ADA guarantees equal opportunity for individuals with disabilities in the areas of employment, state and local government services, public transportation, privately operated transportation available to the public, places of public accommodation and services operated by private entities, and telephone services offered to the general

public. *Title III of the ADA* prohibits discrimination on the basis of disability in places of public accommodation, including private postsecondary institutions.

## Student Accessibility Services

### Overarching Role of the SAS Office

The primary function of the SAS office/staff is to *ensure equal access*, for qualified students with disabilities, to the educational programs and activities offered by Cedar Crest College. Qualified students (*students that meet all academic and/or technical standards for admission to or participation in the educational program or activity*) with a wide array of physical, sensory, learning/cognitive and mental health disabilities attend the College and are active in all majors and disciplines at every level of our educational system; undergraduate, graduate and professional programs. Students with disabilities may require accommodations in order to access College academic/non-academic programming as well as the physical environment of the College.

This office serves as a resource for the campus community and welcomes the opportunity to be a source of support for all members of our campus, including students, staff, faculty, and visitors.

### Duties of SAS Staff

In short, SAS staff evaluate student accommodation processes, assist students in understanding how to use accommodations, work with students and faculty to resolve accommodation or access issues, train students on the use of assistive technology, provide some accommodations directly, arrange for the provision of accommodations, maintain confidential student records, maintain data regarding student services, and more.

More specifically, the responsibilities of the Director of SAS include, but are not limited to, the following:

- Conduct student disclosure meetings with individual students to understand the nature of the student's condition and how it may functionally impact the student in the learning, living, and dining environments;
- Review supplemental documentation provided by the student;
- Determine if the student is considered an eligible student with a disability;
- Within an interactive accommodation process, determine, on an individualized basis, what accommodations allow the student access in relation to their functional limitations;
- Communicate with the student regarding accommodation decisions;
- Oversee the communication of student accommodations to faculty/staff;
- Assist students and faculty/staff with issues surrounding provision of accommodations;
- Meet with students on a regular basis (as needed and requested by students) to provide direct support and assist with developing academic improvement and self-advocacy skills;



- Monitor policies and procedures for ongoing compliance with relevant laws and professional best practices; develop new policies and procedures as required;
- Assist students in attempting to resolve issues that may be barriers to academic success; refer students to appropriate campus and community resources for additional support;
- Create and maintain confidential student files from student inquiry through graduation, in accordance with all legal requirements;
- Research, procure and provide training on adaptive/assistive equipment and/or technology;
- Oversee the administration of exams to eligible students as needed;
- Collaborate with other campus offices regularly to ensure accessibility of programs and services and specifically to support students' individual accommodations;
- Serve as a resource for the Cedar Crest College community regarding laws, rules, regulations, and best practices regarding equal access for students with disabilities;
- Provide training to staff and faculty regarding accessibility of educational programs/activities, educational content, communications, etc.;
- Promote accessibility as an institutional obligation

Please note that the phrase *SAS staff* is used throughout this manual; however, there is currently only one staff person who serves in this capacity for the College, with administrative support for generation of accommodation letters and for test administration.

### **Student Eligibility for Accommodations**

To determine reasonable accommodations, SAS staff utilize best practices for accessibility in higher education, as well as guidance from the legal field of disability rights and the Office for Civil Rights. In order to receive services, students must meet eligibility requirements as defined by state and federal laws.

Students must participate in an interactive process to request accommodations, which includes the following:

1. They must **self-identify** in order to receive services, by first meeting with the Director of SAS. During this Self-Disclosure meeting, the student will: discuss a diagnosed condition, the functional limitations the student experiences as a result of this condition, how these functional limitations affect the student in the learning environment (*the student's barriers to access*) and requests for accommodations (*academic, residential and/or dining*).

2. They must **provide supporting documentation** of their condition, which assists in further identifying accommodations that are reasonable and appropriate.

Students receive accommodations based on an individualized assessment of their specific disability-related barriers. SAS staff determine this need using the student's self-report and a careful review of the various types of documentation received by the office. Students may have diagnosed conditions/disabilities that fall into many categories, including the following: Acquired Brain Injury/Post-Concussion Syndrome, ADHD, Autism Spectrum Disorder, Chronic Health Conditions, Cognitive Impairment, Communication Impairment, Drug & Alcohol Addiction/Recovery, Food Allergies, Hearing Impairment/Deaf, Intellectual, Learning, Physical (*orthopedic, mobility etc.*), Mental Health, Visual Impairment/Blind or other category.

Students with disabilities have met all the same admission standards as all other students and meaningfully contribute to undergraduate and graduate academic programs at the College.

The interactive process may be on-going due to changes in the student's functional limitations, issues with student access to unanticipated types of assignments or activities, initial accommodations not being effective in providing access, etc.

### **Documentation Review**

Students will be asked to submit documentation to verify the presence of a disability for any academic, housing, or meal plan accommodations. This can happen either before or after the self-disclosure process. Documentation can be submitted directly by the student or received via fax or e-mail.

While third-party documentation may be sufficient to establish the presence of a disability, documentation alone does not inform whether accommodations are reasonable. Medical information will be considered but it is not the definitive information that informs a final decision. SAS considers a multitude of factors. A medical provider's recommended accommodation does not automatically bind SAS to approve the accommodation as being reasonable. When recommendations within documentation primarily enhance academic success or are considered outside the scope of what is necessary for equal access, the student will be referred to other resources and or given options that may be able to address the specific need.

Students may need to provide SAS third-party documentation for two reasons:

1. To establish that a student has a disability.
2. To provide information to help us understand how and why a requested academic, housing, or dining accommodation may be reasonable, logical, and necessary to ensure nondiscrimination and equitable access relative to the disability.

## Documentation Requirements

- Must contain a diagnosis for a disability
- Must contain a signature from an appropriate licensed professional
- Must verify the nature and extent of the disability's impact
- Must provide an explanation of how the functional limitations of a disability impact a specific academic, housing, or dining experience (*such as why more time for exams is needed due to a disability*)
- Must provide objective/evaluative data with professional recommendations/analysis that suggests why an accommodation is necessary for a student to have equal access to educational or campus opportunities or equal access to on-campus housing.
- Must describe the recent impact of disability on functioning

## Potential sources of valid documentation

- The SAS's Disability Verification Form
- Education records, such as an IEP or a 504 Plan
- Diagnostic reports, including psychological evaluations or letters from healthcare providers
- Letters or records from federal, state, and local agencies (*including Social Security Disability determinations, Division of Rehabilitation Services, and Veteran's Affairs*) that verify and describe disability

## Documentation that SAS will not accept

- Handwritten letters
- Patient records or notes from patient charts
- Documentation provided by a family member
- Diagnoses on prescription pads

## Confidentiality

All students, including students with disabilities, have rights under FERPA and the laws referenced earlier. It is not necessary that faculty and staff be informed of the nature of a student's disability, only the nature of the student's accommodation(s). Students may disclose information about their disability to faculty and staff, but will do so on their own, and faculty and staff should refrain from asking questions about the disability. All information that a student gives to an instructor is to be used specifically for arranging reasonable accommodations for the course of study. At no time should the class be informed that a student has a disability except at the student's request or chosen personal disclosure to the class. Teaching assistants can be informed of the student's need for accommodation when they have a need to know.

## **Reasonable Accommodation Analysis Process**

SAS prioritizes equity and strives to facilitate accommodations that offer the most equitable experience without fundamentally altering an essential outcome or aspect of a course or campus experience. Students with disabilities meet the same academic standards and essential course objectives as every other student. Furthermore, the overall expectations of being a college student, as required of all students at Cedar Crest College, are not to be reduced.

The interactive process includes consultation with faculty and others to ensure reasonable access is facilitated, which may occur through academic accommodations or other measures (*such as inclusive design*).

SAS utilizes a structured review process for each accommodation request. An appeal process is available for students who do not agree with the initial determination.

### **When necessary, reasonable accommodations are facilitated when the accommodation addresses all the following:**

- Establishes meaningful access or an equal opportunity to 1) Fully engage and participate in the same activities, campus services, benefits and experiences offered to a person without a disability; 2) Utilize the same information shared with everyone; and 3) Have the same opportunity to achieve.
- Logically addresses the impacts of one's disability relative to the barriers/challenges established by and rooted in the academic, housing, and/or campus environment.
  - Academic or housing challenges that are not directly related to an academic barrier will not be accommodated.
- It is logically designed to and will effectively remove the identified academic/campus barrier to equitable access.
- Ensures that academic requirements or technical standards do not discriminate against a student based on disability
- Resolves housing matters that the student could not otherwise address through preparation, practice, counseling/coaching/professional guidance, adjustment to expectations and routines, or implementation of other strategies that any student who lives on or off campus must consider and incorporate to continue to be successful Cedar Crest College students.

Requested accommodations will not be facilitated for disability reasons or within the context of a specific **academic experience** if the accommodation would result in any of the following:

- Lowering an academic standard, such that it becomes inappropriately easier for a student to fulfill the mandatory elements or learning objectives required of all other students for the course, program, or degree achievement.

- Removing or waiving acquisition of an essential skill such that it becomes impossible to accurately assess the individual student's learning, knowledge, and course work relative to the required course, program, or degree goals, and/or essential elements.
- Reducing expectations of what is generally expected of all college students (*including but not limited to consistent in-class participation, managing time and deadlines, content memorization, and experiencing challenges with academic content*).
- A significant change in the nature of the program.
- Removing or waiving acquisition of a skill that is directly related to the health and safety of others.
- Establishing the accommodation would pose a health or safety risk to the student with a disability or others within the academic setting.
- Removing or waiving requirements that are directly related to qualifying for a professional license.
- Enhance student success without removing an academic/institutional barrier that impedes equitable access.
- Address something that the student could otherwise manage through various approaches (*time management, reduced course load, different study strategies, etc.*).

At times, accommodations may be deemed reasonable for disability reasons but is not reasonable within the context of a specific academic experience after further analysis due to one or more of the above-listed factors.

A **housing accommodation** due to disability is generally not provided for any of the following reasons:

- Solely to ensure the student is successful at Cedar Crest College (*accommodations in higher education are to provide access, not success*)
- To ensure a quiet, solitary place for studying. The library has spaces available for students to study.
- To increase comfort or alleviate discomfort in the housing arrangement (*such as by having a specific roommate or having a roommate free experience to avoid addressing typical roommate conflicts*).
- To ensure a private space for virtual appointments.
- To serve as an alternative to the student developing the skills, abilities, and practices necessary to effectively live on campus (*through trial-and-error, counseling, life coaching, Counseling resources, or other strategies*).
- To serve as an alternative to the student developing the skills, abilities, and practices necessary to effectively live off campus should space no longer be

guaranteed (*through trial-and-error, counseling, life coaching, resources, such as the Student Health Services or other strategies*)

- When a request is meant for the housing space to serve as part of a student's treatment plan for their diagnosis or for Cedar Crest to serve as a student's primary treatment or medical plan/resource
- To increase comfort by making it easier to manage an academic schedule (*such as by not having to plan for a shuttle ride or commute time*)
- To alleviate discomfort with living off campus (*such as having to plan when to come to campus, where/when to eat, the number of daily trips needed to campus, etc.*)
- Concerns about living independently for the first time away from on-campus housing
- For safety and/or perceived greater access to Student Health Services or Campus Police
- Due to limited transportation options
- Due to financial concerns (*whether related to disability or not*)

At times, an accommodation may be deemed reasonable for disability reasons but is not reasonable or immediately doable within the context of a specific housing experience after further analysis and/or discussion with Housing and Residence Life. A requested accommodation may be unreasonable or not immediately doable if:

- All rooms meeting the accommodation request are already assigned for the given semester
- Implementation would pose an undue financial or administrative burden
- Implementation would fundamentally alter university housing policies
- Facilitation poses a direct threat to the health and safety of others or to personal and Cedar Crest College property

### **Approving a Student for Accommodations**

Reasonable accommodations will likely be made unless they alter an essential or fundamental aspect of the course or program or meet any of the criteria mentioned in the prior section on analysis. Consultation with faculty may take place if the requested accommodation has the potential to alter an essential or fundamental aspect of the course or program.

The student will be notified in writing via e-mail of the decision as to whether the request for the accommodation(s) was approved. If the requested accommodation cannot be granted, the Director of SAS will meet, if requested, with the student to look for an alternative to satisfy the needs of the student and the College.

If an accommodation is being denied following review of all documentation, and the

student no longer wishes to pursue additional documentation to support their request, the reason for denial should be written in an email and students will be provided with information on the appeal process.

### **Formal Appeal Process**

Students should contact SAS with any questions, concerns or issues you have about decisions related to your individual accommodations. Many questions, concerns and issues can be sufficiently addressed through additional discussion of process and procedures. If, after such a discussion, you remain dissatisfied with a decision related to your requested individual accommodations, you may choose to initiate an appeal by filing the appeal, in writing, within sixty days of being informed to the attention of the Assistant Dean of Students.

The Assistant Dean will review the information you provide, and may meet with you, instructors, department chairs, the Director of Student Accessibility Services and/or other individuals as needed. The Assistant Dean may also review pertinent documentation such as information you provided during your Student Disclosure meeting and any supplemental disability information related to your accommodation request. The Assistant Dean will then issue a written decision within thirty (30) days after receiving your appeal.

Students may file a complaint with Cedar Crest College using the [Student Complaint Form](#) found on My Cedar Crest if they have followed the College's relevant procedures but believe they have not been treated fairly and impartially, if College policies and procedures have not been followed properly in addressing their dispute, or they wish to object to College policies and procedures.

At any time during this process, you have the right to contact the Office of Civil Rights. The following is the contact information for the office serving the Commonwealth of Pennsylvania:

Office for Civil Rights, Atlanta Office  
U.S. Department of Education  
61 Forsyth St. S.W., Suite 19T10  
Atlanta, GA 30303-8927  
Telephone: 404-974-9406  
FAX: 404-974-9406; TDD: 800-877-8339  
Email: [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov)

## Student Rights and Responsibilities

### Student Rights (Qualified Students with Disabilities)

- To be ensured equal access to the College's educational and co-curricular programs, services, employment, activities and facilities, both on-campus and on-line.
- To not be discriminated against on the basis of a disability or receive any retaliatory discrimination.
- To choose to self-identify to SAS and seek classification as a student with a disability by following outlined procedures for requesting services.
- To choose not to self-identify if accommodations are not being requested.
- To participate in an interactive process leading to a determination (*on a case-by-case basis*) of reasonable, appropriate and effective accommodations, academic adjustments and/or auxiliary aids – the goal of which would be to ameliorate the student's access issues related to the functional limitations caused by their disability
- To request additional accommodations, academic adjustments and/or auxiliary aids at any time during their enrollment.
- To terminate accommodations at any time during their enrollment
- To determine, on a course-by-course basis, whether or not a particular accommodation, academic adjustment and/or auxiliary aid will be utilized AND to reverse that determination at any point during the course.
- To notify SAS of physical, academic and attitudinal barriers and request removal of barriers.
- To be provided the appropriate level of confidentiality regarding information pertaining to the student's disability, including choice of disability disclosure.
- To submit a Bias Incident report should the student feel they have experienced discrimination on the basis of a disability

### Student Responsibilities

- To be a qualified student with a disability – to meet all academic and/or technical standards for admission or participation in their chosen educational program or activity.
- Self-identify as an individual with a disability and request accommodations in a timely manner.
- Follow the established SAS process for requesting accommodations.
- Participate in a Self-Disclosure meeting with SAS staff and provide supplemental documentation from an appropriate professional source verifying the nature of the condition/disability, functional limitations and the rationale for specific accommodations being recommended.
- Request a confidential meeting (*phone, email, in person*) to discuss with your instructors, at the beginning of each semester, the approved accommodations you feel you will be using in the instructor's course and how they might be implemented.
- Advocate for your needs and seek information, address concerns, questions, issues, and ask for assistance as necessary to be effective self-advocates.



- If the accommodation(s) requested is/are approved, students are then responsible for identifying themselves to their faculty to have a private discussion about how the accommodations will affect or impact each course. Accommodations are not required to be always used in all settings. It is up to the student to communicate proactively with faculty regarding the use of their accommodations.
- Students are under no obligation to discuss the nature of their disability with their faculty, although they may choose to do so.
- Bring any problems or questions in using accommodations to the attention of SAS.
- Notify SAS if the approved accommodations are not being provided, not effectively working, or are no longer needed.
- Notify SAS when adding courses (*need an accommodations letter sent*) or dropping courses (*no longer need accommodations*).
- Check your College email account regularly for communications from SAS.
- To provide for personal independent living, medical management, etc. needs or other personal disability-related needs.
- To abide by all rules and academic standards as spelled out in the student handbook.
- Scheduling accommodated tests with SAS at least 72 hours prior to the scheduled exam date.

## **Instructor Rights and Responsibilities**

### **Instructor Rights**

- Establish the academic standards and instructional methods used to provide content within their courses.
- Maintain the rigor and the fundamental nature of their course content.
- Evaluate the academic work of students with disabilities according to the same criteria of evaluation utilized for all other students in the class.
- To direct infractions of the student Code of Conduct to the appropriate institutional official, regardless of student disability status. A faculty member has the right to hold all students accountable for conduct as indicated in the Cedar Crest College Student Handbook.
- Request an official Accommodations Letter from SAS before providing requested accommodations.
- Consult with SAS staff regarding approved accommodations that appear to interfere with an essential course/program component, fundamentally alter the nature of a course or program or lower course expectations.
- Consult with SAS if they wish to suggest an accommodation they feel is an equally effective alternative to one the student is receiving.

### **Instructor Responsibilities**

- Refer students who disclose a disability to SAS. If a faculty member or instructor is notified by a student that the student has a disability or if the student attempts to provide disability related paperwork to the instructor, it is the faculty member's responsibility to instruct the student no accommodations can be provided until the student has worked with SAS. The instructor should neither solicit nor review any student's medical documentation.
- Include a statement on their syllabi that addresses how students may request accommodations.
- Not provide academic accommodations to students without receipt of an Accommodations Letter from SAS.
- Confidentially discuss, with a student, which approved accommodations the student intends to use in the course and how the accommodations may be implemented.
- Provide the student's approved accommodations as listed in the official Accommodations Letter from SAS. Faculty do not have the right to refuse to provide approved accommodations, to question whether the disability exists when accommodations have been authorized, or to request to examine the student's documentation.
- Provide approved accommodations unless SAS staff has evaluated course components and determine an accommodation should not be provided, or the provision of an accommodation should be limited.
- Strive to ensure that each course, viewed in its entirety, is accessible, including web-based content, lecture content, videos, materials/handouts, assessment method(s), online instructions, etc.

- Maintain confidentiality. All communication related to the student's accommodations, including disclosures by a student, is considered private communication between instructor, SAS staff and the student. A student's disability or accommodation should never be disclosed to or discussed with other students .
- Contact SAS if there are questions or concerns about the best method for providing approved accommodations or how to best work with the student.
- Identify and disclose the courses' essential functions, abilities, skills, knowledge, requirements, and standards for courses and activities and evaluate students on this basis regardless of disability.
- Collaborate with SAS if an accommodation seems unreasonable or imposes a fundamental alteration of the course, project, or activity.
- Facilitate the implementation of accommodations, academic adjustments, and auxiliary aids and services for students with disabilities as outlined in the accommodation notification letter.
- Review all test booking appointments to ensure accuracy of information.
- Provide instructions on test administration and upload the exam copy in a timely manner.
- Contact SAS in a timely manner if there are questions or concerns about accommodations or if they need assistance in implementing accommodations.
- Accommodations for fieldwork or external settings can be different from academic accommodations. Consultation between SAS and the fieldwork team should occur early to review accommodations for these external settings.

## **SAS Rights and Responsibilities**

### **SAS Rights**

- To develop a process by which student requests for accommodations are received and evaluated.
- Evaluate each accommodation request on a case-by-case, individualized basis.
- Require that a student self-identify as a student with a disability and participate in a Self-Disclosure meeting.
- Request qualifying supplemental disability documentation in order to verify eligibility for disability accommodations, academic adjustments, and/or auxiliary aids.
- Discuss the student's eligibility with diagnosing professionals given signed consent.
- Utilize an Accommodation Review Committee to review student accommodation requests, disclosure and supplemental documentation if requests and/or documentation of disability is unclear.
- Discuss student information with Faculty and staff related to the facilitation of accommodations.
- Work with faculty and staff to evaluate essential components of courses/programs in relation to accommodations that may interfere with them and to determine if the accommodations should be provided and/or limited.
- Deny a request for accommodations, academic adjustments, or auxiliary aids and services if the self-disclosure information/documentation demonstrates that the request is not warranted, or if the individual fails to provide the necessary information.
- Deny requests for accommodations, academic adjustments, and/or auxiliary aids when disability documentation does not indicate the student has a disability, fails to verify the need for the requested services, or is not provided in a timely manner.
- Deny requests for accommodations, adjustments, and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
  - Pose a direct threat to the health and safety of others;
  - Constitute a substantial change or alteration of an essential course element/program standard; or
  - Pose undue financial or administrative burden on the University.
- Select from among equally effective/appropriate accommodations, adjustments, and/or auxiliary aids.

### **SAS Responsibilities**

- Comply with the Americans with Disability Act of 1990, the ADAAA of 2008, and Section 504 of the Rehabilitation Act of 1973 (and other applicable laws) to provide equal access to its programs and services for qualified students with disabilities.
- Ensure that no otherwise qualified person with a disability shall solely, because of disability, be denied access to programs and services.
- Work with each qualifying student to identify and provide appropriate and reasonable accommodations.
- Determine individual accommodations on a case-by-case basis through an interactive process with the student.

- Ensure student records are kept confidentially.
- Refer students with disabilities to support services as necessary.
- Establish, publish, and follow an appeals procedure so that student grievances can be resolved equitably.
- Provide information to students with disabilities in accessible formats upon request.
- Assist faculty in understanding how to ensure each course, viewed in its entirety, is accessible, including web-based content, lecture content, videos, materials/handouts, assessment method(s), online instructions, etc.
- Manage the process of providing for/arranging that approved reasonable accommodations, academic adjustments, and auxiliary aids and services are provided to students with disabilities.
- Ensure accommodations, adjustments, and/or auxiliary aids are provided in timely and efficient manner.

## Accommodations

**Reasonable accommodations** are modifications or adjustments to the tasks, environment or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job (U.S. Department of Education, 2007).

Accommodations may be academic (*related to instruction*) or non-academic (*residence, classroom location, registration, dining, activities related*).

The accommodations listed below are for informational purposes only as each student's condition requires an individual assessment. Specific accommodations will be determined by the team and will be identified in the student's accommodation(s) letter.

### Accommodations Letters

At Cedar Crest, accommodations letters are sent directly to instructors prior to the semester beginning, with all summer session letters being sent at one time prior to the beginning of Summer I. Instructors are asked to send a "read receipt" (*Outlook process*) to confirm they have received the letters. These letters outline each student's approved accommodations.

Students also receive a copy of their accommodation letters, where they are reminded to have a confidential discussion with instructors regarding the approved accommodations they intend to use in each course and how they can be implemented. Students may choose to use some, none, or all of their accommodations in a particular course. In addition, they may change their mind about the accommodations they wish to use at any time. If an instructor receives a letter for a student who does not approach them regarding having a confidential conversation about the accommodations they wish to use, the instructor should attempt to initiate this confidential conversation (*in-person, phone call, email, online conferencing*) with them to discuss whether or not they intend to use accommodations in your class and how the accommodations may be implemented.

Please note that the approval and provision of accommodations can be a fluid process. A student's accommodations may change as they move through their courses.

### Accommodations That Interfere with Essential Course Components

Occasionally, an approved accommodation may interfere with an essential course component (participation, hands-on/experiential activities, etc.). If an instructor feels this is the case, the Director of SAS will evaluate the essential components of the course to determine if it is appropriate to provide the accommodation in question.

## Common Testing Accommodations

**Note:** Instructors are to provide testing accommodations directly, whenever possible. If the instructor is not able to provide the student the testing accommodations they need, they will inform the student so the student can schedule a testing appointment with SAS.

Accommodation	Description & Implementation
<b>Extra Time – All Subjects</b>	<p>Students are typically allowed 1 ½ the standard test time. If the accommodation is greater, it will be indicated. Test time extension allows students time to compensate for performance delays as well as for the use of Assistive Technology.</p> <p>Students and their faculty should plan ahead for extended test time, especially if it includes testing in the library testing space, to avoid scheduling conflicts.</p>
<b>Alternate Testing Environment</b>	<p>Student will take timed assessments in a quieter location with fewer examinees in order to reduce distractions during testing.</p> <p>Instructors may locate an alternate quiet testing environment where the student may test with fewer students. If the instructor does not have access to a separate testing environment, they should advise the student to schedule testing with SAS.</p>
<b>Alternate Format Tests: PDF or Word DOC</b>	<p>The student needs the assessment in an alternate electronic format (<i>if originally paper and pencil format</i>) in order to use text-to-speech or screen reading software for access.</p> <p>Students needing to use text-to-speech or screen reading software should schedule exams with SAS.</p>
<b>Use of Text-To-Speech Software</b>	<p>The student needs to use text-to-speech software, such as Kurzweil/Read the Web in order to access assessment content.</p> <p>Students needing to use text-to-speech or screen reading software should schedule exams with SAS. Students can take online exams using Kurzweil's Read the Web Chrome extension without testing with SAS.</p>
<b>Use of Computer/ Assistive Technology</b>	<p>Student will need access to a computer and other assistive technology (<i>ex. JAWS screen reading software, ZoomText, dictation software, etc.</i>) to access testing content and complete testing.</p> <p>Students needing to use a computer and assistive technology should schedule exams with SAS.</p>

Accommodation	Description & Implementation
<b>Use of Computer to complete short answer/essay questions</b>	<p>Student will need access to a computer in order to type answers to short answer and essay questions.</p> <p>If instructors are unable to provide this, students should schedule exams with SAS.</p>
<b>Use of Speech-to-Text Software</b>  <b>(for testing that contains short answer or essay questions)</b>	<p>Students may have any of a number of disabilities that prevent them from putting their thoughts down on paper effectively. Use of speech-to-text software (<i>such as Microsoft Dictate or Dragon</i>), assists students in dictating short answer and essay content and in playing it back so they can hear what they've written and make corrections.</p> <p>Students will need to be allowed to use computer with the appropriate software on it in order to dictate their answers. They must also be in a private room for testing as they will be speaking out loud during the test. If the instructor does not have a computer for the student to use (<i>or the correct software if the student does not use Microsoft Dictate</i>), or an adequate private space in which the student can test, the student should make an appointment for testing in SAS.</p>
<b>Breaks</b>	<p>Student will be permitted to take breaks during tests or quizzes. The time used on the break is included in the allotted test time. Using a cell phone is not allowed during breaks. Breaks are to be used for disability-related needs.</p>
<b>Use of Calculator</b>	<p>Student needs access to a basic four function calculator when appropriate on tests involving mathematic calculations, as long as this does not present a fundamental alteration to the learning objectives of the test or exam.</p>
<b>Use of Spell Checker</b>	<p>Student needs access to a spell checker (<i>or spell checking function</i>) when appropriate on tests involving fill in the blank, short answer and essay questions , as long as this does not present a fundamental alteration to the learning objectives of the test or exam.</p>
<b>Enlarged Print Exams</b>	<p>Student will receive enlarged copies of exams.</p>
<b>Lengthy Tests Administered in Two Sections with a Break</b>	<p>Instructors can break test content into two sections or set up two sections in online testing so the student can take a break between testing sessions and test integrity can be maintained.</p>
<b>Formula Card – Math/ Math-Based Courses Only</b>	<p>The student may bring a formula card for use during testing, when appropriate, on tests involving mathematic calculations - as long as the use of a formula card does not present a fundamental alteration to the learning objectives of the test or exam. The card will be prepared before the test so the instructor can review it for content and indicate any necessary changes that need to be made.</p>
<b>Use of magnifier</b>	<p>The student needs to use a magnifier to access exam content. The student may need just a hand-held magnifier, or, may need to use the desktop magnifier in the SAS testing area.</p>



Accommodation	Description & Implementation
<b>Access to technology/ materials required to monitor and/or manage health condition and symptoms</b>	Students with this accommodation may be allowed to have access to a smart device or other technology to monitor a health condition. The device should be placed on airplane mode, and the student may be placed close to the proctor to maintain exam integrity
<b>Use of Sit-Stand Desk</b>	Students with this approved accommodation will need to be provided a sit-stand desk so that they may change positioning during testing.
<b>Occasional Flexibility for Exam Dates</b>	<p>A student's disability may result in occasional attendance issues. Therefore, occasional flexibility with testing dates is necessary.</p> <p>If a student requests flexibility with exam dates due to a non-disability related reason, provision of the accommodation is not necessary, and the decision lies with the faculty member. Generally, we do not require students with disabilities to provide notes from their health provider regarding absences, as students with chronic conditions have been self-managing the symptoms of these conditions for some time.</p>

### How are testing accommodations arranged?

Whenever possible, instructors should provide testing accommodations directly and proctor students' accommodated testing. Proximity is important for students taking accommodated exams as they, like other students in the class, may have questions or concerns. The instructor should make every attempt to schedule the student's exam near the classroom. Students with extended test time as an accommodation can either come earlier to start the test, before the rest of the class begins, or stay longer after all the other students have left the test room. Another option is for the faculty member to make arrangements to have the students take the test in the instructor's office or in another separate room near the classroom.

### What if the faculty member is unable to accommodate testing accommodations?

If the faculty member is unable to provide testing accommodations directly to the student and proctor the student's test due to the extended time needed, the lack of availability of a distraction reduced location, timing conflict, and/or the need for computer, specialized computer program or magnifier access, etc., the student can schedule testing through SAS.

**SAS only administers testing to students who have disabilities and who have been approved for test accommodations. Please do not refer students who must make up an exam but are not approved for accommodations to SAS.**

Once the student is aware that the faculty cannot proctor an exam or exams for the course, it is the student's responsibility to complete an online **Test Accommodation Appointment Request form**. *This form will not work on a mobile device. If you run into any issues using the form, please e-mail [advising@cedarcrest.edu](mailto:advising@cedarcrest.edu).* Copies of your requests are sent to both SAS (*for the appointment to be scheduled*) and to your instructor so that they may approve/disapprove your scheduled testing day/time and provide SAS with the exam in time for you to take it.

To make testing appointments in Academic Services, **log into MyCedarCrest**, select **Current Students** (*top menu*), select **Academic Services** (*left menu*) and then select **Accessibility Resources** (*left menu*). You will see the heading **Accommodated Testing Appointment Request** at the top right. Please read the information and click **Continue to Form**. Read the testing instructions and policies, click in the **I Agree** checkbox and select **Continue to Form**. Complete the form and select **Submit**.

**Tests/quizzes should be scheduled at the same time your class is taking them, unless you have a scheduling conflict due to extended time or have an evening/weekend class. You will need to arrive on time, at your scheduled time, for your exam/quiz appointments in the Cressman Library, Room 322.** If you do not arrive on time, staff may not be able to administer the exam/quiz.

A department, instructor or staff member may outline items you are allowed to bring to an exam or use during an exam. Generally, all electronic devices (*including cell phones and smart watches*), unless otherwise specified by the instructor, are prohibited and it is your responsibility to make sure you do not have these or other prohibited items in your possession during exams. You will be provided with a locker in which to store all belongings besides those items the instructor permits for the test/quiz prior to entering the testing space.

During testing, we also expect students to follow the Honor Code which can be found in the Student Handbook. **SAS will be actively video monitoring and recording testing sessions in the testing area. Upon request, instructors may view recorded video to ensure testing integrity.** Should we discover a discrepancy while you are testing, you will be removed from the center and faculty will be notified.

### Final Exams

As SAS has a high volume and limited staff to administer testing during finals, we may have students test during only two sessions each day. We administer testing at either 8:00 a.m. or 12:30 p.m. In this way, we can ensure students have the extended time they require, the space we need for the students, and the staff available to administer testing. In addition, in this way we can plan for any additional space we may need. Again, flexibility with regard to test administration times is appreciated.

The other consideration during finals is that some students may end up with more than two tests in one day. With extended time, there may not be enough time in the day for them to take all tests. Some students may not be capable of taking two or three very

long tests in one day (*for example, students with post-concussion issues*). In this case, we request flexibility in scheduling as well.

## Common Lecture/Lab/Online Accommodations

**Note: These accommodations are related to access to information and typically need to be provided in class to ensure access to materials and information provided during lecture, lab and online courses, as well as assignments and work taking place during those times.**

Accommodation	Description & Implementation
<b>Use of Audio Recording Device During Lectures</b>	<p>Student may record lectures with a recording device (<i>digital recorder, phone, iPad, computer</i>). Under educational copyright laws, students with disabilities are entitled access to this material for academic purposes.</p> <p>Students are to complete an Audio Recording Agreement with SAS.</p>
<b>Use of Device to Take Photographs of Notes/Graphic images/drawings During Lectures</b>	<p>Student will be allowed to use an electronic device to take photographs of notes and graphic images/drawings presented during lecture.</p>
<b>Preferential Seating</b>	<p>This student will be allowed preference in seating position and may sit in the same place every lecture.</p>
<b>Use of Laptop to Take Notes Use of a Note Taking Application</b>	<p>Student will be allowed to use an electronic device to take notes; the student may use a note taking app in conjunction with the computer in order to capture both spoken and graphic images/drawings from lecture material.</p>
<b>Use of Laptop to Complete In-Class Assignments</b>	<p>Students with this accommodation have functional limitations that interfere with the way they process information and/or their ability physically and effectively complete assignments by hand during class.</p> <p>The student may use a laptop to complete in class work. Students will work with instructors to develop a method for them to complete and submit in-class assignments.</p>
<b>Note Taker</b>	<p>The student will need access to lecture material by being provided a copy of notes from a volunteer note taker.</p> <p>Student's with this accommodation are responsible for notifying SAS if they need a notetaker after reviewing their syllabus and attending the initial class. SAS will contact instructors to help recruit someone from the course if SAS does not already have someone identified. This is an anonymous process so the student providing notes is not supplied information about the student who needs the notes and vice versa.</p>

Accommodation	Description & Implementation
<b>Use of Electronic Device to Access E-Textbooks During Class</b>	<p>Students with this accommodation have their textbooks in electronic format and do not carry a printed text with them.</p> <p>The student may access their textbooks using an electronic device (<i>computer, iPad, kindle, phone</i>).</p>
<b>Assistive Listening Device (such as an FM System)</b>	<p>This student needs an assistive listening device to access spoken lecture material and to participate in group projects.</p> <p>Instructors will wear the transmitter portion of the device, which the student will provide at the beginning of each class session. The student will retrieve it at the end of the class session for use in their next course. Allow the student to use ear buds or headphones while the system is being used. If the student is working in a group, the transmitter may be placed in the center of the group for better transmission.</p> <p>Should the student require one, an FM system will be provided by SAS.</p>
<b>Captioned Videos</b>	<p>This student requires captioning of multimedia content for access (<i>especially instructor videos and third party videos</i>).</p>
<b>Real Time Captioning</b>	<p>This student requires Computer Assisted Real-time Translation (CART) for captioning of live material. Real time captioning allows students who are deaf or hard of hearing to access content delivered by spoken words and sounds. CART is created as an event takes place.</p> <p>SAS will arrange for this service through a vendor. For live in-person lecture sessions, it is best if the student is located near an outlet in the room as well as "hard wired" into the internet service instead of using wifi. The student will use a computer to access captioning while the in-person session is being conducted. For live online sessions, the instructor will need to provide an online conferencing link as well as the specific days/times of the sessions, and any notable breaks to SAS.</p>
<b>Sign Language Interpreter</b>	<p>This student requires sign language interpreting of lecture material and meetings for access. Sign Language Interpreters are provided for students who are deaf or hard of hearing and who use sign language as their primary means of communication.</p>
<b>Video Description (Audio Description)</b>	<p>The student requires audio description of video content in order to access the content. Video description is narration that has been added to a video to make visual content accessible to individuals who are blind or have other visual disabilities. Audio description is completed so that students utilizing this accommodation can benefit from the description without missing out on information that other, sighted, students have access to.</p>

Accommodation	Description & Implementation
<b>Use of Magnifier/Magnification Device (hand-held, CCTV magnifier etc.)</b>	<p>This student may require use of a magnification device in order to access printed materials used in class.</p> <p>Instructors should allow the student to use a magnifier. Often times, if the material is provided in an enlarged font size, or in an electronic format, the student will have access to the material without any magnification. If provided electronically, allow the student use of a computer or other electronic device on which to access and zoom into the material.</p>
<b>Use of JAWS in Classroom/Lab</b>	<p>This student will need to use a computer with screen reading software on it, such as JAWS, NVDA, or VoiceOver, in order to access course materials.</p> <p>If the student must work in a computer lab, SAS will work with IT in order to have the preferred software purchased and installed on one of the lab computers.</p>
<b>Use of Zoom Text in Classroom/Lab</b>	<p>This student needs computerized magnification in order to access electronic course materials or other content. ZoomText Magnifier is an advanced screen magnification program that enlarges and enhances everything on the computer screen, making the computer easier to see and use for a student with a visual impairment.</p> <p>If the student must work in a computer lab, SAS will work with IT in order to have this software installed on one of the computers in the lab.</p> <p>With the advent of more accessibility features in browsers and computer programs, this technology isn't as necessary as it once was. However, the advantage of this program is that it allows magnification of all the material on a screen, even if you open a new tab, instead of having to adjust the magnification every time you open a new tab, document etc.</p>
<b>Use of Calculator for In-Class Assignments</b>	<p>This student needs access to a basic four function calculator, when appropriate, on in-class assignments involving mathematic calculations, as long as this does not present a fundamental alteration to the learning objectives of the assignment.</p>
<b>Use of Spell Checker for In-Class Assignments</b>	<p>This student needs access to a spell checker (<i>or spell-checking function</i>), when appropriate, on in-class assignments, as long as this does not present a fundamental alteration to the learning objectives of the assignment.</p>
<b>Limited Screen Time During Class</b>	<p>This student needs to limit their "on screen" (<i>use of computer or other electronic device</i>) during class.</p>

Accommodation	Description & Implementation
<b>Extended Microscope Time</b>	Students with any of a variety of disabilities may need additional time for in-class work/assignments, including use of a microscope to view specimens in a lab.

### **Additional Information About Lecture/Lab/Online Accommodations**

The purpose of accommodations in this category is to allow students access to course information, such as lectures, lecture materials, videos, notes, etc.

#### **Note Taker Process**

Students with notetaker accommodations will need to request note takers each semester and specify for which courses they need note takers, per SAS policy. Prior to notifying SAS of their need for a note taker, students are requested to do the following:

1. Attend each course at least once to determine whether or not a note taker is necessary
2. Review the instructor's course materials on Canvas
3. Review the syllabus and/or meet instructors to discuss course materials provided and whether these meet the need
4. Determine whether use of a recording device and/or permission to take photographs would allow access to lecture material.

Once students have completed these steps for each class, they must notify SAS of their need for a note taker and provide a list of courses for which they need this accommodation. SAS will then work with instructors to obtain a note taker with the intent of having a note taker in place as soon as possible.

If a suitable volunteer is unable to be found, then SAS will work with the student to find an alternative that meets their needs. In some cases, recordings of lectures, PowerPoints/outlines from professors, or alternative note-taking services may be utilized. Each case will be handled on an individual basis.

Note takers are instructed to provide notes weekly unless needed more frequently; they will email their notes to SAS and SAS will email them to the student requesting them on a weekly basis.

The identity of the student receiving the notes and the student providing the notes will not be shared with either party. While it is recognized that students may inadvertently become aware of who is providing the course notes in some situations, it is discouraged for students who are receiving notes to interact directly with the notetaker. Students should bring any questions or concerns regarding notes to SAS directly.

## Common Texts/Materials Accommodations

**Note:** These accommodations ensure student access to course textbooks and materials.

Accommodation	Description & Implementation
<b>Alternate Format Textbooks (PDF/DOC)</b>	<p>This student requires the use of textbooks in an alternate format (electronic/PDF) for use with text-to-speech or screen reading software.</p> <p>SAS will request these materials from the publisher and supply them to the student.</p>
<b>Alternate Format Materials/Handouts (PDF/DOC)</b>	<p>This student requires course materials (<i>handouts, articles, etc.</i>) to be provided in an alternate format (<i>electronic/PDF</i>) for use with text-to-speech software or screen reading software.</p>

## Common Classroom Accommodations

Accommodation	Description & Implementation
<b>May Have Drinks/Water During Class/Lab/Clinical or Other Educational Activities</b>	Students need to be able to drink water or other liquids during class. This may be prohibited if having drinks in the classroom/lab/clinical environment is a safety issue. If this is the case, the instructor should allow the student to take breaks to leave class in order to maintain fluids.
<b>May Have Food During Class/Lab/Clinical or Other Educational Activities</b>	Students may need to be able to eat during testing. This may be prohibited if having food in the classroom/lab/clinical environment is a safety issue. If this is the case, the instructor should allow the student to take breaks to leave class in order to eat.
<b>May Need to Take Medication/Inhalers During Class/Lab/Clinical or Other Educational Activities</b>	Students may need to be able to take medication during class/lab/clinical or other educational activities. Please note that the student may need to leave the classroom environment to take medication and/or check medication levels.
<b>May Be Late to Class due to a Disability-Related Condition</b>	The student has a disability-related condition that may result in them being late to class.
<b>May Need to Leave Class Due to a Disability-Related Condition</b>	The student has a disability-related condition that may require them to leave class without notice. They may or may not be able to return to class depending upon their particular situation.
<b>May Need to Stand/Move About the Room</b>	The student has a disability-related condition that requires them to be able to stand or walk around the room.
<b>May Need to Take Periodic Breaks</b>	The student has a disability-related condition that requires them to be able to take periodic breaks from class when necessary.
<b>May Need to Visit the Health Center</b>	The student has a disability-related condition that may require them to leave class without notice and access Health Services
<b>May Need to Wear Hat/Sunglasses in Class</b>	The student has a disability-related condition for which they may need to wear a hat or sunglasses during class.



<b>Move Classroom Locations for Accessibility</b>	The student has a disability-related condition that may require assigned classrooms to be relocated by SAS. Should this occur, the instructor will be involved in the reassignment of classroom location and SAS staff will email all students enrolled in the class regarding the date of change and the change in classroom location. SAS will also post signs on the door of the initial classroom location notifying students of the change.
<b>Seating Access for User of Wheelchair</b>	The student has a disability-related condition that requires them to utilize a wheelchair. The student will need access to a table or desk that allows space for wheelchair seating. SAS will supply furniture and/or move classroom locations for accessibility.
<b>Specialized Furniture</b>	The student has a disability-related condition that requires use of a table or specialized chair rather than theatre type or individual desk/chair combo seating. Typically, these chairs are bariatric chairs that have a silver frame and black upholstery. The tables are kidney-shaped tables or a small gray accessible desk. SAS will supply furniture for accessibility. This furniture is not to be moved to any other locations.

## Common Assistive Technology Accommodations

**Note:** These accommodations are provided because the student needs assistive technology for access.

Accommodation	Description & Implementation
<b>Amplified Stethoscope</b>	This student requires the use of an amplified stethoscope in order to access sounds related to body functioning in patients ( <i>simulated or real</i> ).
<b>Other Specialized Equipment</b>	This student may require the use of other specialized equipment for access, which will be outlined in the accommodation letter

## Other Common Accommodations

Accommodation	Description & Implementation
<b>Flexibility with Attendance Policies</b>	<p>The nature and impact of the student's disability may result in tardiness or class absences.</p> <p>SAS will consult with the instructor to evaluate the essential objectives of their course in light of any attendance policies stated on their syllabus and determine what is reasonable in modification of attendance requirements. The student will be advised of the results of the evaluation and the number of absences the student may have before the learning objectives of the course are impacted negatively. The instructor may not penalize the student for absences pertaining to their agreement that are due to their disability. Flexibility is not provided for absences that are not disability related.</p>
<b>Flexibility with Short-term Assignment Deadlines</b>	<p>The nature and impact of the student's disability may result in the need for extensions on assignments. Flexibility is provided as this student may experience an exacerbation of a health condition at or near a deadline which prevents the student from meeting the deadline.</p> <p>Instructors will evaluate the essential objectives and timelines within their courses to understand how extensions may or may not be appropriate for assignments. Instructors must determine what they can accommodate for assignment extensions without impacting learning objectives of the course.</p>
<b>Extended Time for In-Class Graded Assignments (24 hours)</b>	<p>The nature of this student's disability impacts their ability to complete assignments within a very limited time period.</p> <p>Instructors will allow additional 24 hours for students to complete the in-class assignment and determine how the work will be turned in.</p>
<b>Flexible Options for Speech-Related Assignments or Presentations &amp; Alternatives for Speech-Related In-Class Participation</b>	<p>The nature of this student's disability may impact their ability to complete speech-related assignments or presentations in the manner outlined by the instructor.</p> <p>Please allow the student another option for completing such assignments and demonstrating their mastery of subject matter. If speech is considered an essential component of the course and/or task, please contact SAS immediately.</p>
<b>Alternate Evaluation of Core Course Knowledge and/or Competency</b>	<p>The nature and impact of the student's disability and limitations of current technology, such as screen reading and speech-to-text technology, may make it a burdensome process to complete assignments or testing.</p> <p>Instructors will work with SAS to identify alternate ways to complete the assignment, test, or task.</p>

## Appendices

### Emotional Support Animal (ESA) Accommodation Request Process

Cedar Crest College recognizes that Emotional Support Animals, ESAs, are often used as part of a treatment plan for individuals with disabilities. Emotional Support Animals are a category of animals that provide necessary emotional/therapeutic support to an individual with a mental/psychiatric disability and/or a physical disability. This animal serves to alleviate one or more identified functional limitations of an individual's disability. A direct connection (or nexus) between the student's functional limitations/barriers to equally accessing housing (due to a disability) and the need for the ESA is necessary.

ESAs are neither service animals (as defined by the ADA) nor are they pets. A pet is defined as is an animal kept for ordinary use and companionship. Pets are not permitted in campus housing (with the exception of fish). ESAs are not permitted on campus unless approved as an accommodation by the Director of Student Accessibility Services.

ESAs must be necessary for the student with a disability to have equal access to housing and the accommodation must also be reasonable. An accommodation is unreasonable if:

- It presents an undue financial or administrative burden on the College;
- The requested animal is poisonous, venomous, or can be reasonably viewed as high risk;
- Poses a substantial and direct threat to any person;
- The size of the animal is too large for available assigned housing space (or available alternate housing spaces, if any);
- The animal's presence would force another individual from housing (e.g. serious allergies);
- The animal's presence otherwise violates individuals' rights to peace and quiet enjoyment; or
- It constitutes a fundamental alteration of the nature of the College's program or service.

### Process

The interactive and deliberative process required to approve accommodations can take time. Students are encouraged to make the request for an Emotional Support Animal as soon as they are aware of the need for this accommodation, preferably at least four (4) weeks prior to the student's preferred date to bring the animal to campus. The student will initially need to meet with the Director of Student Accessibility Services to self-disclose information about the disability and the need for this accommodation. In addition, the student will need to provide supplemental documentation that supports the need for the animal.

**Once the student has completed the Self-Disclosure meeting and provided documentation describing an identifiable relationship, or nexus, between the student's functional limitations due to a disability and the therapeutic need for the animal in ameliorating those limitations, the following are next steps:**

1. The student is initially **only approved for the accommodation of the ESA.**

2. The Director of Student Accessibility Services will then **determine if the student's preferred animal is appropriate for residence hall living** and/or if the student's current on-campus residence is appropriate for the preferred animal.
3. The student will meet with The Director of Student Accessibility Services to review the "Owner Responsibilities" document.
4. If the student's preferred animal is approved, the student will then provide Student Accessibility Services with updated veterinary documentation (including Certificate of Health) depending upon the type of animal (go to step 6).
5. If the student's preferred animal is not approved, the student will have the opportunity to choose a different animal or appeal the decision (go to step 2).
6. The Director of Student Accessibility Services will verify the student's roommate(s) (if applicable) is/are willing and able to live with the animal in question.
7. Should there be any issue with the roommate(s) living with the animal, the Director of Student Accessibility will work with Residence Life staff to make any necessary housing changes.
8. The Director of Student Accessibility services and the student will then set a date for the animal to be brought to campus.
9. The student will be provided with a Residence Hall Accommodation Memo outlining the student's approval for an ESA.
10. The offices of Residence Life, Campus Police, and Facilities/Maintenance will be notified of the approval of the emotional support animal.

### **U.S. Dept. of Housing and Urban Development – ESAs Are "Commonly Kept" Animals**

The U.S. Department of Housing and Urban Development has indicated that ESAs are generally animals commonly kept in households. If the animal is a dog, cat, small bird, rabbit, hamster, gerbil, other rodent, fish, turtle, or other small, domesticated animal that is traditionally kept in the home for pleasure rather than for commercial purposes, then it can be considered as an ESA. They further indicated that reptiles (other than turtles), barnyard animals, monkeys, kangaroos, and other non-domesticated animals are not considered common household animals. No animal will be approved as an ESA that does not qualify as an allowable animal under federal, state or local law.

### **Specific Requirements for Dogs and Cats**

If a dog or cat is requested as the preferred animal, it must meet these requirements in order to be approved as an ESA:

#### **Dogs:**

- Proof of breed, expected size, age, up-to-date vaccinations including rabies & distemper
- Proof of sterilization (spaying or neutering)
- Must be house-broken
- Valid rabies and license tags on collar at all times – licenses may be obtained from either Lehigh County or the county of the student's permanent residence

#### **Cats:**

- Proof of up-to-date rabies and distemper vaccinations
- Proof of sterilization (spaying or neutering)

- Must be litter box trained
- Valid rabies and license tags on collar at all times – licenses may be obtained from either Lehigh County or the county of the student’s permanent residence

## **Limitations on Animals Allowed as Emotional Support Animals**

### ***City of Allentown Animal Ordinances***

The following are excerpts from the City of Allentown’s Animal Ordinances and must be followed at Cedar Crest College:

No person shall keep a wild or exotic animal in any place other than a zoological park, veterinary hospital or clinic, humane society, or circus, sideshow, amusement show or facility used for educational or scientific purposes, which provides proper cages, fences and other protective devices adequate to prevent such animal from escaping or injuring the public. Wild or Exotic Animal shall mean any animal of a species prohibited by Title 50, Code of Federal Regulations, or otherwise controlled by the Commonwealth of Pennsylvania. It shall include any animal which is wild, fierce, dangerous, noxious, or naturally inclined to do harm.

Keeping farm animals is prohibited. It shall be unlawful for any person to keep or maintain any cattle, swine, sheep, goats or fowl in the City except at such places as are provided for slaughtering or laboratory purposes. This provision is not intended to apply to the Lehigh County Agricultural Society and its activities at the Allentown Fair.

*Note:* Allentown Animal Control indicated, in a phone call, “fowl” would refer to chickens, roosters, ducks, geese, pheasant, quail, emu, ostrich etc. - fowl that are typically found on a farm or ranch.

### ***The Commonwealth of Pennsylvania***

The Commonwealth of Pennsylvania prohibits ownership of hedgehogs; therefore, they may not serve as ESAs in the residence halls.

### ***Special Considerations***

Due to the unique, communal living environment in our residence halls, some types of animals may not be permitted even if such animals are permitted to be owned (domestically) by law. This will be determined on a case-by-case basis. These decisions may be based on considerations such as: the safety of other residents, the natural habitat and active orientation (nocturnal etc.) of the requested animal, the potential for the animal to spread illness/disease, the potential for an infestation to occur if the animal escapes confinement, the ability of the student to physically care for the animal and the animal’s welfare with regard to residence hall living.

### **Please Note:**

- Emotional Support Animals do not need to be certified, in any way, by an outside agency in order to serve in this capacity at Cedar Crest College.
- Students may not bring potential ESAs on campus until this process is completed and a date has been set for the animal to reside on campus.
- Students who bring animals on campus prior to the process being completed may be fined by Residence Life and/or may face a conduct violation.

**I have read, or have had read to me, this information on the process by which an Emotional Support Animal may be approved as an accommodation.**

Student Name (print): \_\_\_\_\_ Student ID#: \_\_\_\_\_

Date: \_\_\_\_\_

Animal Description: \_\_\_\_\_ Signature: \_\_\_\_\_

## Responsibilities for Owners of Emotional Support Animal (ESAs)

The following are the responsibilities of ESA owners. **Note:** "Owner" refers to the individual student who has been approved for an ESA as an accommodation and who will bring the animal into the on-campus residence.

### Control and Conduct

- The owner must complete all College requirements prior to bringing the animal into a residence.
- The owner must be in full control of the ESA at all times; the owner must be able to restrain the animal as necessary.
- All liability for the actions of the animal (bites, scratches, running away, etc.) is the responsibility of the owner and the owner agrees to indemnify and hold harmless the College, and the College's officers, employees, directors, and successors and assigns, for any such incidents.
- The animal must be contained when the owner is not in the residence (for example, in a tank, caged, or crated).
- The animal must not be disruptive or pose a direct (observed) threat to others. If it is determined that an animal is disruptive and/or poses a threat to the campus community, the owner may face a conduct violation and/or the animal may be removed immediately, depending upon the history of and/or severity of the incident(s) and in the sole discretion of the College.
- The owner should exercise caution when allowing other students, faculty or staff to pet or handle the ESA. Animals may behave unpredictably; other students/faculty/staff may have unknown allergies; and some animals pose health risks if appropriate precautions (such as handwashing) are not taken.
- The owner is required to adhere to all local and state regulations, laws, and ordinances with regard to the animal. The foregoing includes any required vaccinations and licensing. Documentation indicating compliance with the foregoing may be requested by the College and must be provided.
- In this regard, the City of Allentown Animal Ordinance requires that any person(s) who has knowledge that an animal has bitten or injured any person in this municipality must immediately report the incident to the Bureau of Health, City of Allentown. The owner of the animal is required to immediately place said animal in confinement to prevent it from escaping, running at large or having physical contact with other animals or humans - other than the owner - and maintain such confinement for a ten (10) day period of observation.
  - At the end of a ten (10) day observation period, the animal must be examined by a veterinarian (employed by the owner) and a written report of the results of such examination must be submitted by the owner or veterinarian within twenty-four (24) hours to the Bureau of Health. If the report reveals no symptoms of rabies the animal may then be released from confinement.
  - If the owner fails or refuses to have the animal examined for rabies by a veterinarian within twenty-four (24) hours of the end of the ten (10) day observation period, in violation of this article, the Bureau of Health shall be authorized to have the animal seized and taken to a veterinarian solely for the purpose of said rabies examination. The owner shall be responsible for all expenses incurred for said examination and will be cited for violations of the provisions of this article.



- Any owner of an animal which has bitten or injured any person, must also immediately notify the College of the incident, including the date and circumstances of the incident, and the results of the period of observation and written report provided by the veterinarian. Any animal who has bitten or injured any person must be removed from the College campus until the completion of the foregoing period and the requirements set forth herein.

## **Cleanliness and Property Damage**

- The City of Allentown ordinances and Cedar Crest policies require the owner to clean up waste deposits immediately and dispose of them in a sanitary manner.
- Any waste material (i.e. feces, litter, wood shavings etc.) must be removed by placing the waste in a closed container/plastic bag and depositing it in an outdoor waste receptacle (indoor waste receptacles are not appropriate for disposal of animal waste). These materials are not to be flushed down the toilet.
- The owner of the animal is responsible for taking all reasonable precautions to protect the property of the post-secondary environment and its residents.
- Costs for damages to property, including costs associated with cleaning (above and beyond that which is routinely done for any room) and/or pest abatement, are the financial responsibility of the owner. Any fees associated with such issues will be posted to the owner's individual student account.
- Owners must ensure that preventative measures are taken at all times for pest and odor control. Consideration of others must be taken into account when providing maintenance and hygiene for an ESA.

## **Care**

- The care and supervision of a ESA is the sole responsibility of the owner. The animal must be properly cared for (including grooming) and nourished. No other students (such as roommates or Resident Advisors) shall be required to care for the animal.
- The ESA must be in good health, must have current vaccinations as required by Pennsylvania State Regulations and the city of Allentown and a Certificate of Health from the treating veterinarian. The animal must wear current vaccination tags as applicable.
- Updated Certificates of Health and vaccination records will be required yearly.
- Should there be issues with ESA, including, but not limited to, issues with the behavior, cleanliness, or odor of the ESA which are not remedied by the owner and/or the owner fails to respond to requests by Residence Life staff, a conduct process may be initiated. In addition to potential disciplinary action, one outcome of the conduct process may be that the owner may no longer be able to keep their ESA on campus.

## **Residency**

- The ESA is confined to the living area assigned to the owner. Unlike a Service Animal, an ESA is not automatically granted access to places of public accommodation, including areas where residents are normally permitted to go (example, commons areas, student lounges, laundry facilities). ESAs are not permitted in other areas of the residence without prior approval via the reasonable accommodation process of the College.
- Large animals may be taken outdoors for exercise or to relieve themselves (dogs). The animal must be leashed when being transported through the building and while outside. The

animals are confined to the areas immediately surrounding the owner's residence hall, unless otherwise approved by the College.

- ESAs are not permitted in any other building on campus besides the owner's residential building without prior approval via the reasonable accommodation process of the College.
- If the owner of the animal takes a vacation, leaves for breaks, or has any other extended leave (more than 24 hours), the animal must be removed from the residence hall. If it is discovered that the owner has left the animal and the owner has been determined to be negligent in the care of the animal, the animal will have to be removed from campus and the owner will forfeit the right to have an animal on campus.
- When the owner is absent from the residence hall room, the animal will be contained (in a tank, caged or crated).
- Necessary precautions should be made for Facilities and Residence Life staff to enter the residence hall room when the owner is or is not present. As stated, should the owner not be present the animal must be contained. Should the owner be present when Facilities and Resident Life staff enter a residence hall room, the animal must either be contained or removed from the room by the owner. Campus staff is not liable if the animal escapes during one of these visits.
- The owner of the animal will provide an off-campus emergency contact person who is willing to take and care for the animal if the owner is not able to. If the emergency contact person is unavailable or is unwilling to take and care for the animal, the animal will be boarded at the owner's expense.

### **Emergency ESA Caretaker**

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Relation to Student: \_\_\_\_\_

### **Fire Drill/Fire Alarm**

- No advance notice of fire drills will be given to owners who have SAs or ESAs in campus housing. Unannounced drills provide an opportunity for students, faculty and staff to react as if it is a real emergency and it allows Campus Security to evaluate the "evacuation readiness" of all the parties involved.
- If the owner is unable to remove the animal quickly, the animal will have to remain in the room. The owner should contain the animal prior to leaving the room. Campus Police Officers or local fire fighters responding to alarms must be able to safely conduct building inspections or respond to emergencies (enter the premises safely).
- If the alarm is due to an actual fire or other emergency, the primary concern will be the welfare of the people living and working at the College. The College is not responsible for the welfare of animals living in campus housing. Campus Security and Maintenance maintain a list of SAs/ESAs in campus housing; if possible, this list will be provided to emergency personnel responding at the scene should they be able, at some point, to provide assistance to the animals.

### STUDENT INFORMATION

I have read/reviewed (or have had read to me) and understand the responsibilities I will have as an owner with an ESA in the residence halls at Cedar Crest College. I further understand that any violation of the responsibilities set forth herein may result in disciplinary action (to the student/owner) and removal of the ESA.

**Student Signature:** \_\_\_\_\_

**Student Name (Print):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Residence Hall Assignment:** \_\_\_\_\_ **Type of Residence:**

DBL    SNG    SUITE

**Roommates/Suitemates sharing space:**

\_\_\_\_\_  
\_\_\_\_\_

### PREFERRED ANIMAL INFORMATION

**Name of Animal:**

\_\_\_\_\_

**Type of animal:** \_\_\_\_\_ **Breed:**

\_\_\_\_\_

**Weight:** \_\_\_\_\_ **Size (Height/Length):**

\_\_\_\_\_

**Age:** \_\_\_\_\_ **Full Grown:** yes no **Anticipated Adult Size:**

\_\_\_\_\_

**Sex:** female male **Spayed or Neutered:** yes no n/a

**Anticipated date of Spaying/Neutering:** \_\_\_\_\_

**Size of Enclosure:** \_\_\_\_\_

## **Service Animal Policy**

It is the policy of Cedar Crest College to comply with all applicable federal, state and local laws regarding the use of Service Animals (SAs) on campus. Under federal and state laws, individuals with disabilities who use SAs, or trainers of such animals, in Pennsylvania are entitled to equal opportunity in all aspects of employment and education, as well as equal access to and treatment in all public accommodations, housing accommodations or commercial property without discrimination.

### **Definition of Service Animal**

A Service Animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability (*physical, sensory, psychiatric, intellectual, or other mental disability*). Other species of animals, whether wild or domestic, trained or untrained, are not considered service animals. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks.
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds.
- Providing non-violent protection or rescue work.
- Pulling a wheelchair.
- Assisting an individual during a seizure.
- Alerting individuals to the presence of allergens.
- Alerting individuals to blood sugar issues.
- Reminding individuals to take medication.
- Retrieving items such as medicine or the telephone.
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities.
- Helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, wellbeing, comfort, or companionship are not considered work or tasks under the definition of a service animal.

The College may allow a person with a disability to bring a miniature horse on the premises as long as it has been individually trained to do work or perform tasks for the benefit of the individual with a disability. The College may, however, consider whether the facility can accommodate the miniature horse based on the horse's type, size, and weight. The rules that apply to service dogs also apply to miniature horses.

### **Service Animal Access**

Service Animals are permitted across all College facilities for persons with disabilities, including buildings, classrooms, residence halls, dining areas, and recreational facilities. However, Service Animals are not allowed in the pool as the ADA does not override public health rules that prohibit dogs in swimming pools. Service animals must be allowed on the pool deck and in other areas where the public is allowed to go. Service Animals may not be permitted if the animal poses a direct threat to the health or safety of others, fundamentally alters the nature of a program or activity, or is disruptive. A service animal can be excluded from a facility if its presence interferes with legitimate safety requirements of the facility (*e.g., from a surgery or burn unit in a hospital in which a sterile field is required*). The accompaniment of an individual with a disability by a Service Animal in location with health and safety restrictions (*food preparation areas, laboratories etc.*) will be reviewed on a case-by-case basis in collaboration with representatives from that specific department.

### **Control of Service Animal**

The ADA requires that service animals be under the control of the handler at all times. In most instances, the handler will be the individual with a disability. The service animal must be harnessed, leashed, or tethered while in public places unless these devices interfere with the service animal's work or the person's disability prevents use of these devices. In that case, the person must use voice, signal, or other effective means to maintain control of the animal. For example, a person who uses a wheelchair may use a long, retractable leash to allow the service animal to pick up or retrieve items. The person may not allow the dog to wander away and must maintain control of the dog, even if it is retrieving an item at a distance. A returning veteran who has PTSD and has great difficulty entering unfamiliar spaces may have a dog that is trained to enter a space, check to see that no threats are there, and come back and signal that it is safe to enter. The dog must be off leash to do its job but may be leashed at other times. Under control also means that a service animal should not be allowed to bark repeatedly in a lecture hall, theater, library, or other quiet place.

Handlers who bring a Service Animal on campus must follow all state and local requirements regarding the animal's presence on campus including vaccination, licensure and identification requirements. The City of Allentown requires all dogs over the age of three months to have rabies vaccinations. In addition, resident handler's (living in Lehigh County) must have their dogs licensed through the County.

### **Removal of Service Animal**

A handler may be asked to remove a service animal if:

- The animal is in a College building and does not meet the definition of a service animal or service dog in training

- The animal poses a direct threat to the health or safety of others or causes substantial property damage
- The animal or its presence creates an unmanageable disturbance or interference with the College community.
- The animal's presence results in a fundamental alteration of a College program
- The animal's handler does is not able to control the animal
- The animal's handler does not pick up the animal's waste and dispose of it properly
- The animal is not clean or in good health (poor hygiene, ill, abused etc.)
- The handler takes the animal into areas previously identified as restricted
- The animal's handler does not follow federal, state and local ordinances/laws/regulations with regard to owning a dog. The owner is responsible for understanding and becoming familiar with these ordinances/laws/regulations

Please note that if a Service Animal is removed from campus housing for any of the aforementioned reasons, the handler is still expected to fulfil housing obligations for the remainder of the housing contract. Voluntary Registration Cedar Crest College does not have a volunteer Service Animal registration program. Therefore, it is recommended the handler has the animal wear a contact tag on its collar in case the animal becomes separated from the handler for any reason.

### **Service Animals in Campus Housing**

If a student is planning to live in on-campus housing with a Service Animal, the student must notify the Director of SAS in advance of the student residing on campus. Such notification allows the Director to work with Housing and Residence Life in order to assign the most appropriate housing location in consideration of both the student's and animal's needs. A request for housing with a Service Animal does not require documentation of disability; however, the handler (student owner) of an SA living in campus housing must provide a Certificate of Health from the treating veterinarian indicating the SA is in good health and that the animal has the vaccinations required by state and local ordinances/laws/regulations. In addition, the animal should be licensed and vaccinated as required by Lehigh County and the City of Allentown. The SA must wear rabies/licensing tags. It is recommended that SAs living on campus also wear a contact tag so the handler may be contacted in the event the animal is separated from the handler.

Service Animals should be with handlers at all times. However, on occasion, the handler may need to leave the animal in campus housing (animal is ill). Service animals may not be left in campus housing, without the handler, for longer than eight hours or left without the handler overnight. If the handler must leave campus overnight, the animal should accompany the handler or the handler should make arrangements for the animal

to be cared for off-campus. Handlers of Service Animals living in campus housing will be required to provide an off-campus emergency contact in case the handler becomes indisposed (for example, unexpected hospitalization) and is unable to care for the animal for a period of time. If, for any reason, the emergency caretaker is unwilling or unable to care for the animal, the animal will be boarded at the handler's expense.

Responsibilities for handler's living in on-campus housing and expectations for animal behavior will be discussed with the student prior to the animal living the residence halls. Questions about these responsibilities and expectations should be directed to the Director of SAS.

### **Conflicting Disabilities**

Students with medical condition(s) that are exacerbated by animals (*respiratory diseases, reactive airway diseases such as asthma, and/or severe allergies*) should contact the Director of SAS if they have a health or safety related concern about exposure to a Service Animal. The student and the Director will complete the interactive process to determine whether or not the student has a need for accommodations and what accommodations would be reasonable and appropriate given the nature of the student's condition and situation.

## Audio Recording Student Agreement

You have been approved to record lectures as an accommodation. This accommodation will allow you meaningful access to lecture material and to the educational experience. By signing this agreement, you acknowledge that you have read (or had read to you) and understand the following guidelines for audio recording lectures:

- I understand that because of my disability, I have the right to produce audio recordings of class lectures only for my personal academic use (studying, filling in notes).
- I understand that the recordings may not be used, shared with others or released for any purpose.
- I understand that information contained in the audio-recorded lecture is protected under state, federal and international laws including copyright legislation and may not be published, released, or quoted without the lecturer's explicit written consent and without properly identifying and crediting the lecturer.
- I understand that at the discretion of the instructor, audio-recording may be prohibited during portions of classes that involve personal discussion and self-disclosure and that will not be subject to testing.
- I understand that other students may disclose information with which I may be uncomfortable or may profess opinions I do not share. I understand this is a normal part of academic discourse; Cedar Crest emphasizes the intellectual freedom of students and faculty in pursuit of knowledge and understanding and believes that such an environment depends upon the insights of the liberal arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.
- I understand that any violation of this agreement may be considered a breach of Cedar Crest's Academic Standards of Integrity and that I may be subjected to disciplinary consequences, up to and including expulsion. I further understand that I may be subjected to additional legal proceedings based upon the nature of my violation.

Student Signature: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Date: \_\_\_\_\_

Student Accessibility Services Staff Name(print): \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_